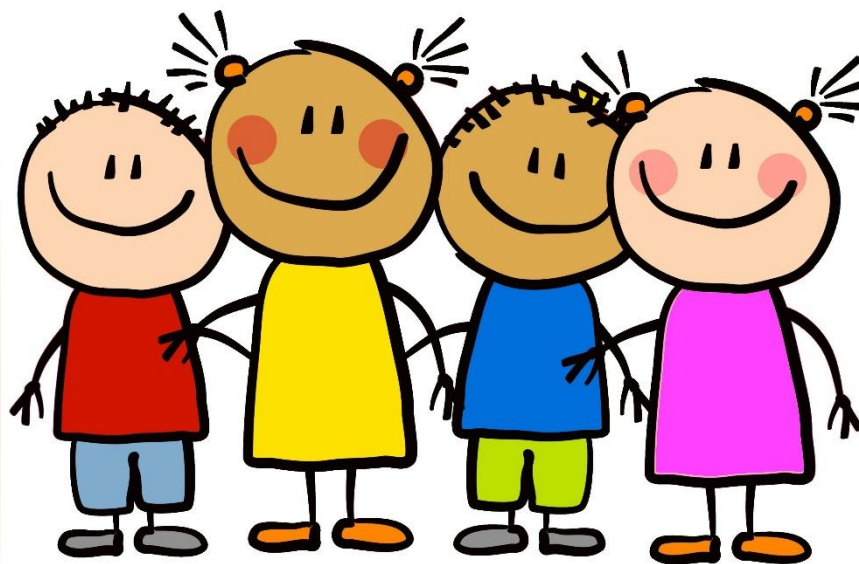


# Parents Curriculum Meeting

Year 1



Mrs Bull, Miss Lavelle,  
Miss Fraser (am) and Miss Tyers (pm)

# Welcome to Year 1...

Whilst we gradually make the transition from Early Years (child-initiated learning in 'areas'), to formal Year 1 teaching, we aim to bridge the gap during the Autumn term. Therefore, you will notice we do still have 'learning areas' in the classroom, where we will put out focussed activities/challenges.

Children will take part in focussed tasks, but then they will be given time to explore our learning areas independently and extend their skills.

After Autumn term we begin to move more towards formal class teaching, as we find they are a lot more prepared to focus by then and require it in order to access the full breadth of the Year 1 curriculum.







We love being creative! Mrs Bull gives us building challenges in the Construction Area. We can draw and label designs and write instructions for the design.

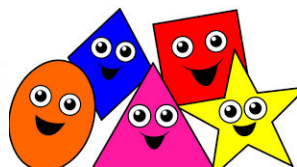
**The more we read, the more we learn!**  
We love sharing books with our friends in the reading area. Mrs Bull has a theme in our reading area. This half term it's 'Dinosaurs' ROAR!



This is our Writing area. Mrs Bull has trays with lots of different templates; postcards, letters, letter formation, cards, word searches, themed paper. We love being creative and practising our skills. Mrs Bull has fun pens for us to use too!

This is our Maths area. We always have resources to use such as Numicon, counters, base ten etc. Mrs Bull puts challenges in this area that are an extension from our Maths lesson. We even earn house points if we complete them!





# Y1 Maths Outcomes



## Number and Place Value (NP)

1. I can count to 100 forwards and backwards, from any given number
2. I can count, read and write numbers to 100 in numerals
3. I can identify one more and one less than a given number (up to 100)
4. I can count in multiples of 2s, 5s and 10s
5. I can count, read and write numbers 1-20 in words
6. I can use the language of: equal to, more than, less than (fewer), most, least
7. I can recognise and create repeating patterns

## Multiplication and Division (MD)

1. I can solve one-step problems involving multiplication
2. I can solve one-step problems involving division
3. I can understand multiplication as doubling and division as halving

## Measure (M)

1. I can compare, describe and solve practical problems for measure
  - length/heights
  - mass /weight
  - time
  - volume/capacity
1. I can measure using simple common units and begin to record
  - length/heights
  - mass /weight
  - time
  - volume/capacity
1. I can recognise and know the value of different denominations of coins and notes
2. I can sequence events in chronological order
3. I can recognise and use language relating to dates
4. I can tell the time to the hour and half past the hour

## Addition and Subtraction (AS)

1. I can read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
2. I can represent and use number bonds and related subtraction facts within 20
3. I can subtract 1-digit and 2-digit numbers to 20, including 0
4. I can add 1-digit and 2-digit numbers to 20, including 0
5. I can solve one step problems that involve addition, using objects and pictures (including missing number problems)
6. I can solve one step problems that involve subtraction, using objects and pictures (including missing number problems)

## Fractions, Decimals, Percentage and Ratio and Proportion (FDP)

1. I can recognise, find and name a half of objects, shapes and quantities
2. I can recognise, find and name a quarter of objects, shapes and quantities
3. I can combine halves and quarters to make a whole

## Geometry (G)

1. I can recognise and name common 2-D shapes
2. I can recognise and name common 3-D shapes
3. I can describe position, direction and movement, including whole, half, quarter and three-quarter turns

# Y1 Maths Outcomes

As you can see the Maths outcomes are broken into 6 strands.

1. Number and Place Value
2. Addition and Subtraction
3. Multiplication and Division
4. Fractions, Decimals, Percentage and Ratio and Proportion
5. Measure
6. Geometry

We visit each strand across the year and take a 'mastery approach' to deepen understanding and challenge.



# Maths Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)					Geometry: Shape	Number: Place Value (within 20)	
Spring	Consolidation	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)			Measurement: Length and Height	Measurement: Weight and Volume		Consolidation	
Summer	Consolidation	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time	

<https://whiterosemaths.com/>

Above is a map of intended Y1 coverage. Some areas may require a longer focus, depending on the individual needs of our children.

Should learning go remote again, in the event of a lockdown or class 'bubble' closure, we will continue to follow the plan above. You can follow the link below for daily lesson plans, activities and resources to support home learning.


<https://whiterosemaths.com/homelearning/>

# Reasoning and Problem Solving

We do have a big push on reasoning and problem solving in Maths. This allows the children to deepen their thinking and use mathematical reasoning to organise/explain problems. Some examples are below...

**Matching Objects**

Which plate of biscuits should the children choose so that they all have one each?  
Explain why?



The zookeeper is going to feed her seven monkeys.  
Will they all be happy?  
Explain your answer.



Evaluation:

I have placed the numbers in order from smallest to greatest.



Do you agree with Astrobee?  
Explain your answer.



To be able to use a number line

MathShed

Evaluation:

I have made different representations of the number I have chosen on the number line.

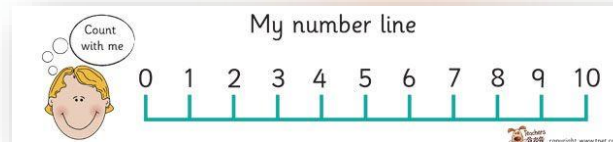


Astrobee has made a mistake among the representations.  
Can you circle his mistake?

# Resources we use to support learning in Maths



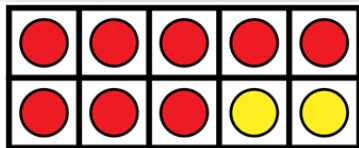
Numicon



We use number lines & number tracks for counting forwards/backwards and for addition and subtraction



We encourage children to count using their fingers



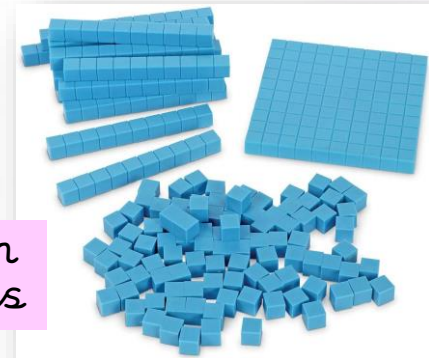
$$9 + 1 = 10$$

$$8 + 2 = 10$$

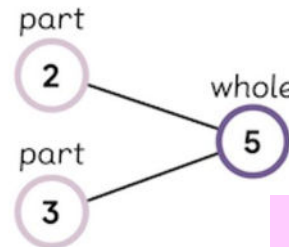
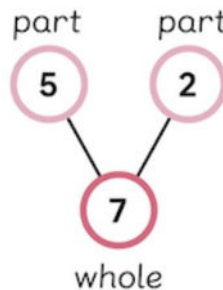
$$4 + 6 = 10$$

$$1 + 9 = 10$$

Ten frames and counters



Base ten or Dienes



Part -Whole model





# Holy Trinity Timestable Superheroes




In Holy Trinity we practise counting and timestables daily. There is also an expectation that alongside weekly homework, children should practise the counting skill or timetable they're currently working on. To motivate the children we carry out half termly 'Superhero Tests'. This is something the children really look forward to completing. *(I have included examples on the next slide).*

Your child will be given a specified time to complete the test and 'defeat' that Superhero. The time restraint is to encourage rapid recall and fluency. If they are not successful at answering the quick recall questions and problems, it simply becomes a target to continue to work towards. If they're successful and pass that particular test, they will receive one of the certificates below during our celebration assembly on a Friday and then move onto the next skill. *(Below)*




# Holy Trinity Timestable Superheroes

## Marvel-lous Maths...



### Marvel-lous Maths

#### Captain America



Complete the following sequences (counting in 1s)

1	2	3	4			7		
15	16		18	19		21		
	14			17			20	21

Complete the following sequences (counting back in 1s)


11	10	9		7			4	
		12				8	7	6
9	8		6			3		

Fill in the missing numbers:

17	16	15			12			
		4		6			9	10
19	20			23			26	


Secure
More revision required

They begin by focussing on counting forwards and backwards in steps of 1



### Marvel-lous Maths

#### Incredible Hulk



Complete the following sequences (counting in 2s)

2	4	6	8			14		
8	10		14	16		20		
	18			24			30	32

Complete the following sequences (counting in 5s)


5	10	15		25			40	
		30				50	55	60
50	45		35			20		

Complete the following sequences (counting in 10s)

10	20	30			60			
		60		80			110	120
100	90						30	


Secure
More revision required

We then move to counting forwards and backwards in steps of 2, 5 and 10



### Marvel-lous Maths

#### Batman



$2 \times 5 =$	$1 \times 2 =$	$5 \times 6 =$	$4 \times 10 =$
$3 \times 2 =$	$8 \times 2 =$	$11 \times 5 =$	$10 \times 3 =$
$1 \times 2 =$	$2 \times 4 =$	$4 \times 5 =$	$7 \times 10 =$
$2 \times 4 =$	$18 \div 2 =$	$12 \times 5 =$	$10 \times 9 =$
$8 \times 2 =$	$6 \div 2 =$	$5 \times 6 =$	$2 \times 10 =$
$11 \times 2 =$	$3 \times 5 =$	$8 \times 5 =$	$10 \times 10 =$
$2 \times 9 =$	$5 \times 7 =$	$0 \times 5 =$	$6 \times 10 =$
$0 \times 2 =$	$8 \times 5 =$	$5 \times 10 =$	$10 \times 5 =$
$10 \times 2 =$	$5 \times 10 =$	$5 \div 5 =$	$12 \times 10 =$
$2 \times 6 =$	$0 \times 5 =$	$45 \div 5 =$	$10 \times 8 =$
$7 \times 2 =$	$7 \times 5 =$	$2 \times 10 =$	$1 \times 10 =$
$0 \times 2 =$	$5 \times 9 =$	$10 \times 9 =$	$10 \times 5 =$
$10 \times 2 =$	$12 \times 5 =$	$90 \div 10 =$	$60 \div 10 =$

There are 2 pencils in each pack. Bella bought 3 packets. How many pencils does she buy?

I shared 30 buttons between 5 coats. How many buttons are there on each coat?










There are 4 wheels on a car. How many wheels are there on 5 cars?

Sam shares 15 cakes between his 5 friends. How many cakes do his friends get each?

There are 6 carrots in a box. Sam has 2 boxes. How many carrots does he have altogether?

Secure
More revision required

Later in the year we introduce multiplication and division facts for X2, X5 & X10, as well as worded problems for application.

Superhero Tests Autumn Expectations		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>CAPTAIN AMERICA</b> Identify missing numbers when counting on and back in ones							
	<b>INCREDIBLE HULK</b> Can count on or back in ones, twos, fives and tens		✓					
	<b>BATMAN</b> 2x, 5x, 10x			✓				
	<b>HAWK-GIRL</b> 3X, 4X				✓			
	<b>THOR</b> 7X, 8X					✓		
	<b>BLACK WIDOW</b> 9X, 11X, 12X						✓ (17/18)	
	<b>SUPERMAN</b> 12X12 with corresponding division knowledge							
	<b>CATWOMAN</b> To multiply decimals and divide by decimals							✓ (17/18)
	<b>IRONMAN</b> 2 digits X 1 digit (e.g. 74 X 7)							



# Supporting Maths at Home

Practical Maths at home and outdoors. Encourage your child to develop their Maths skills whilst out and about. It can be fun!

Examples:

- Counting and collecting items whilst out on walks
- Comparing length and height – *“Which is the tallest? How do you know? Which is the smallest?”*
- Counting in 2’s – Pairing socks when arranging the washing. *“How many lots of 2 do we have?”*
- Counting out fruit when at the shops. *“How many have you got? If we add one more, how many will we have?”*
- Using sweets to explore ‘more’ and ‘less’. *“Who has more? Less? If I eat two sweets, how many have we got now?”*
- Matching items around your house to 2D and 3D shapes.
- Telling the time – Familiarise your child with the clock. Encourage them to begin to tell the time with you. *“It’s 3 o’clock now, what time will it be in an hour? Where are the hands on the clock if it is o’clock?”*



*These discussions at home help your child to make links between Maths in the class and ‘real life experiences’. This helps the learning stick ‘sticky knowledge’.*

# AGE RELATED

## Reading Year 1 Outcomes



Word Reading (W)	Text Comprehension (TC)
<ol style="list-style-type: none"> <li>1. I can read common words containing taught GPC</li> <li>2. I can read common exception words, noting unusual Grapheme Phoneme Correspondences (GPCs) and where these occur in the word</li> <li>3. I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.</li> <li>4. I can read some words of more than one syllable containing taught GPCs</li> <li>5. I show awareness of punctuation marks, e.g. full stop, question mark and exclamation mark</li> <li>6. I can read words with contractions e.g. I'm, I'll and understand that the apostrophe represents the letter omitted</li> <li>7. I demonstrate confidence in word reading when re-reading texts</li> <li>8. I can begin to identify when reading does not make sense and can attempt to self-correct</li> </ol> <p>N.B. Teachers must ensure that all reading material offered to children should be consistent with their developing phonic knowledge and does not require them to use other strategies</p>	<ol style="list-style-type: none"> <li>1. I can use my knowledge of sentences, grammar and context to make sense of what I am reading</li> <li>2. I can use my prior knowledge to help me understand a text</li> <li>3. I can show my understanding of a text in discussion</li> <li>4. I can link what I have read to my own experiences.</li> </ol> <p>Prediction</p> <ol style="list-style-type: none"> <li>1. I can make plausible predictions about an unknown story, using the title and other book features</li> <li>2. I can make plausible predictions about the plot using what has been read so far</li> </ol> <p>Inference</p> <ol style="list-style-type: none"> <li>1. I can make a plausible inference at a basic level, e.g. identifying who is speaking in a story</li> <li>2. I can make inferences on the basis of what has been said or done</li> </ol> <p>Retrieval</p> <ol style="list-style-type: none"> <li>1. I can find words or phrases from age-appropriate text to answer a question</li> </ol> <p>Summarise</p> <ol style="list-style-type: none"> <li>1. I can say what has happened in a story in my own words</li> </ol>

# Reading with your child

We cannot express the impact regular home reading can have on your child's learning. Reading is the key to unlocking learning in all areas of the curriculum and is the MOST IMPORTANT skill we can help our children develop. Whether it's Maths, Geography, Art etc all subjects require reading skills. Both reading and understanding what they read are vital.

We appreciate families are busy and that parents can work long unsociable hours. But at Holy Trinity we do ask that children are listened to reading their school books a **minimum of at least 3 times a week** and that comments on their progress are recorded in their reading record. This means that when we read with your child in School, we can address difficulties or challenge thinking. This relationship and communication between School and home is very important. Children will also receive 'reading book tokens' for their reading efforts. These go in a Year 1 box and names are pulled out each half term to win a prize. This is to help motivate home reading and reward regular practice.



The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
learn,  
the MORE places you'll go.





# Reading with your child

We check School reading records daily, but due to Covid-19 guidelines (minimising infection), we can only change their books twice across the week. Normally children would flick through book boxes themselves to choose a book. However, due to our library of books being shared across 'bubbles', it is only staff that can select books alongside the children at the moment.

School reading books will be closely matched to their current phonics level and aim to challenge their understanding as well as developing decoding skills. We sometimes have readers that have a good level of decoding, but struggle to understand what they have read. This is why it is important to pause for discussion whilst sharing books and question to check understanding. This is great for making links between characters/story and their own personal experiences.

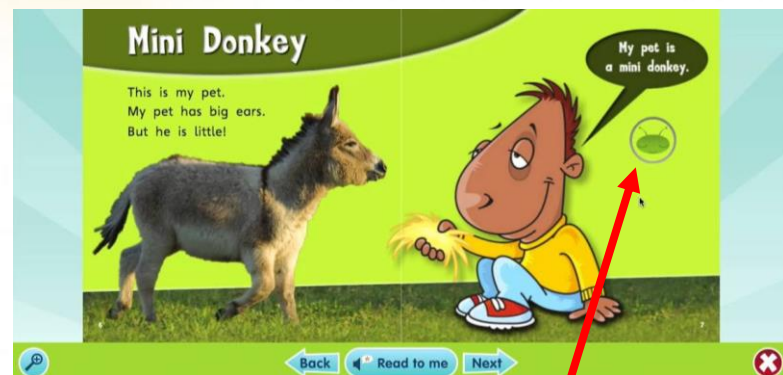


# Bug Club



<https://www.activelearnprimary.co.uk>

Children can visit Bug Club online (website link above) where they will find reading books matched to their phonics ability/ same reading stage as School. The children can open books online and answer a series of comprehension questions during reading. This is great for checking their understanding and can be monitored by their class teacher too. Each child has their own username and password. If you experience any technical issues logging in, or whilst using the site, please check out the 'help' tab or let School know.



Click on the bug to answer his questions. He will close his eyes when you have answered it.

# Understanding Reading

- ❖ A high degree of 'thinking aloud' by adults is essential for young children during reading activities. They watch and learn. Don't be afraid to make errors when reading and let your child see you correct it.
- ❖ Sharing books allows us to make explicit to the children the processes we go through in order to read.
- ❖ We need to play games which engage children in wanting to read. Games such as, sight word snap, pairs, matching words to pictures makes it a lot more fun. If the process becomes a chore, children are 'switched off' reading. Picking appropriate times to read is key. Where possible try to avoid last thing on a Sunday night. Make it a 'special time' for you to have 1:1 time to listen.
- ❖ Discussion is so important – ask questions around what they have read and compare to their own experiences. *"Can you remember when you had that toy?"*
- ❖ Pause to discuss the pictures in the story and use these to make predictions. Children are drawn and sometimes distracted by the pictures at first, so explore them first, then begin reading.
- ❖ If they are becoming difficult to encourage to read, perhaps share the load a little. You read one page and they read another. They can always read it through fully the next time.
- ❖ Don't be afraid to discuss punctuation and what it means. As well as taking on interesting character voices. This again makes the process more interesting and enjoyable.



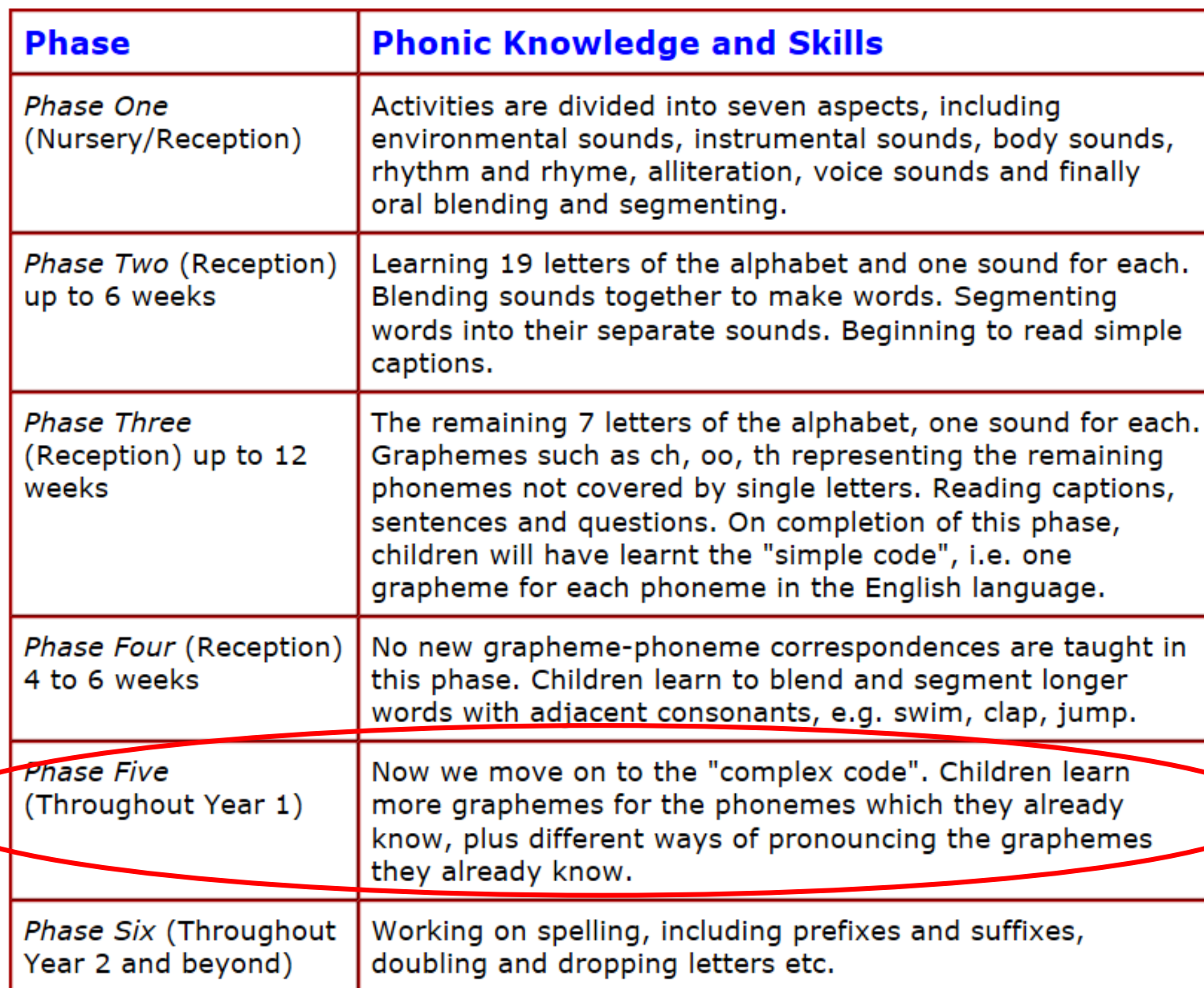
# Approaches to Reading

- ❖ Whole book – Context. Look at the front cover, discuss the author/illustrator. What do they predict the story will be about? What gives them that impression?
- ❖ Children need a range of cues when reading – pictures, knowing about letters, words, spaces.
- ❖ Look and say – sight words. If they don't need to sound it out, they don't need to. Promote confidence "You know this word without segmenting".
- ❖ Phonics - Synthetic approach – building up words by scanning across the word and saying the sounds.
- ❖ Re-read what has been sounded out, to make sense of it. A lot of effort goes into building words, that by the end of the sentence they can have completely forgot what they just read. Encourage them to read back over it for clarity. You can do this with them.
- ❖ Shared reading – modelling at home and school

Discussion is so important even when a child is a fluent reader

# What is phonics?

- ❖ Children are taught to read by breaking down words into separate sounds or 'phonemes' (segmenting). They are then taught how to blend these sounds together to read the whole word. *E.g. d-o-l-ph-i-n = dolphin*
- ❖ Children have a 30 min differentiated phonics session each day and they are encouraged to use these strategies to read and write in other lessons.
- ❖ There are around 40 different sounds, which is A LOT for them to learn.

The background of the page is decorated with several colorful crayons in various colors including orange, green, yellow, purple, blue, pink, and teal, arranged around the central table.

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.













































# Phonics this year...

Each child's starting point is different and with the Covid-19 pandemic in mind, we have had a big gap in School learning. We spent a lot of time the first few weeks back, assessing where they are currently working and where their individual gaps are. We have then used this information to group the children for differentiated daily phonics sessions. We have children working from phase 2 up to phase 5 as the level of ability differs. Predominantly in Year 1 we focus on Phase 5 (alternative graphemes), however we must ensure children are secure in previous phases first.

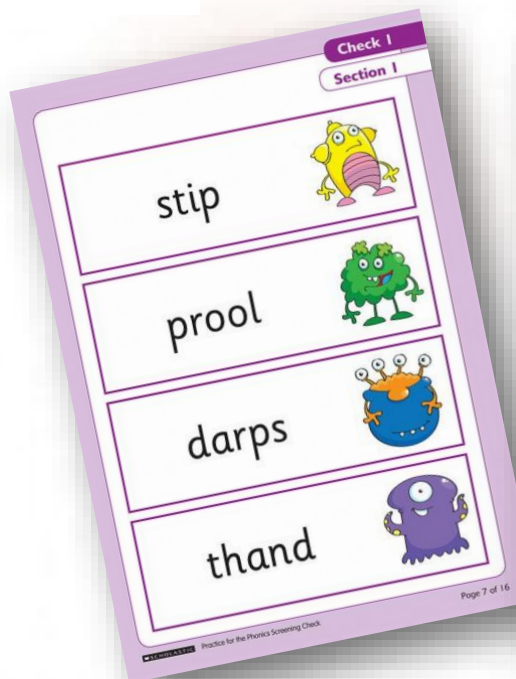
It is also important that children are applying phonic knowledge when writing, although this usually comes once the reading is securely embedded.

It is important that ALL children are confidently blending as this is the foundation to reading. E.g. if I was to sound out c-a-t, could they blend the sounds and tell me that the word was cat? Or sh-i-p = ship. Some children find it easy to segment (break the sounds apart), but struggle when blending (putting them altogether). E.g. they might say c-a-t = at or p-o-t = top.

a 	o 	x 	t 	e 	p 	r 	i 	n 	m 	h 	b 	d 	g 
s ss 	c k ck 	q qu 	u oo 	j 	y 	ch 	sh 	th 	w wh 				
v 	f ff ph 	ow ou 	l ll 	oa ow oe o e 	oo ue ew u e 	ar 							
ng 	z zz 	ai ay a e 	ear 	igh ie i e 	ee e e ea 	air 							
ure 	oi oy 	or aw au 	er ur ir 	I no go the to into he she we me be was									
you	they	all	are	my	her	said	have	like	so	do	come	some	
	were	there	little	one	when	out	what						

W.B Mon 7th  
June 2021

# Year 1 Phonics Screening



baim 	rain
thrayd 	pray
strabe 	cane
vaink 	waiting
chayp 	delay
whape 	cupcake
braig 	portrait
envay 	spray
splake 	graze






# Why are the children being screened?

- ❖ Every Year 1 child in the country will be taking the phonics screening check across the same week in June.
- ❖ The aim of the check is to ensure that all children are able to read by the end of Year 2.
- ❖ This 'midpoint check' will ensure that we have a clear understanding of what the children need to learn in Year 2.
- ❖ Should your child not score above the given threshold (released after the screening), they will be re-entered in Year 2 for a re-sit.



# What will the children be expected to do?

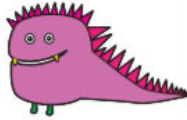
- ❖ The check is very similar to tasks the children already complete during their daily phonics lessons.
- ❖ Children will be asked to '*sound out*' a word and blend the sounds together. E.g. d-o-g = dog 
- ❖ The focus of the check is to see which sounds the children are secure with and therefore the children will be asked to read made up 'nonsense' words as well as real words.

This is NOT a reading test.

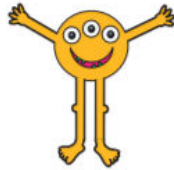


# Booklet example: 'Alien Words'

frem



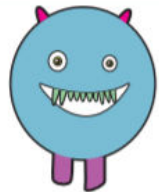
cloin



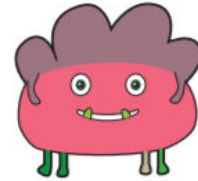
bulm



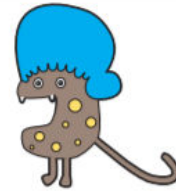
harnd



jair



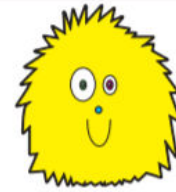
clain



yewn



tabe



The children know these are the 'nonsense' words as they have the silly aliens next to them. Sometimes when children read 'nonsense' words they try to make them into a real word. E.g. 'frem' they might turn into from. We remind the children that if they look 'silly', they will sound silly too. We practice reading these lots in class in preparation.



# Booklet example: 'Real Words'

freed

dress

fund

think

nigh

brown

main

rude

The children know these are the 'real' words as they don't have the silly aliens next to them. Therefore these words should make sense when they read them. They may sound it out and self-correct when they realise what the word is.

# Examples of words:

starling

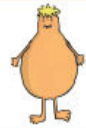
day

slide

terg

newt

finger



terg



blurst



voo



snemp



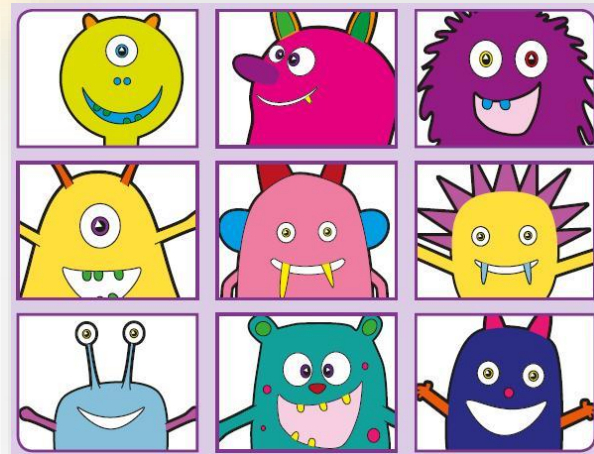
fape



jound

# When will the screening take place?

- The screening will take place throughout the week beginning Monday 7th June 2021. The children cannot retake the test at any other time this year, so it is very important your child is in school during this week.
- The check has been designed so that children of all abilities will be able to take part.





# Who will complete the check?

- The children will complete the check one at a time in a quiet area of the school.
- Mrs Baines and the Class Teacher will conduct all of the screening checks with the children.
- The screening will only take 5-10 mins with each child.

# How can you help?

- Encourage your child to 'sound out' when reading or writing. Focusing particularly on spotting more unusual sound patterns.

Digraph - 2 letters making one sound

cow

Trigraphs - 3 letters making one sound

night

Split digraphs - 2 vowels with a consonant in between. Used to be known as the magic e!

spine - i\_e



# How can you help?

- Encourage your child to look for the digraph, trigraph or split digraph when reading. A lot of the books they bring home have a repetitive sound.
- Children can practise their phonics by playing games online. The children particularly like 'Buried Treasure'

<http://www.phonicsplay.co.uk/BuriedTreasure2.html>

Phase 5 games





# How can you help?

REMEMBER: Phonics is not the only thing needed to become a fluent reader.

Please continue to read with your child (*at least 3 times a week*) and encourage them to:

- ✓ Sound out
- ✓ Re-read to check it makes sense.
- ✓ Use pictures for clues.
- ✓ Ask questions about the book.
- ✓ And most importantly ENJOY READING!



The background of the slide is decorated with several colorful crayons in various colors including orange, green, yellow, purple, blue, pink, and teal. The crayons are arranged in a circular pattern around the central text, with some pointing towards the center and others pointing outwards. The text is centered and reads:

# AGE RELATED

## Writing Year 1 Outcomes

- ✓ I can join words and sentences using –and
- ✓ I can use these words when talking about my writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark
- ✓ I am beginning to use these words when talking about my writing: *noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma*
- ✓ I can use a simple opening or closing phrase
- ✓ I can punctuate sentences using capital letters and full stops. I am beginning to use question marks or exclamation marks
- ✓ I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
- ✓ I can form letters correctly from the correct starting point and use clear ascenders and decenders

# Handwriting and Presentation

In Year 1 it is expected that most pupils with secure letter formation should be encouraged to write in the pre-cursive style.



The quick brown fox jumps  
over the lazy dog. Baa baa  
black sheep, have you any  
wool? Yes sir, yes sir, three  
bags full.

If they are more confident they should now be encouraged to attempt fully cursive (joined) handwriting. In some cases it can help to improve spelling. When a word “just feels right”, or like us adults we write a word down to check it.

There is a strand in our assessment which takes into account handwriting and presentation....

## Handwriting

1. I can form letters correctly from the correct starting point
2. I can form the digits 0-9
3. I can use clear ascenders and descenders
4. I can write capital letters

***At greater depth in all writing***



# Areas we are focussing this term...

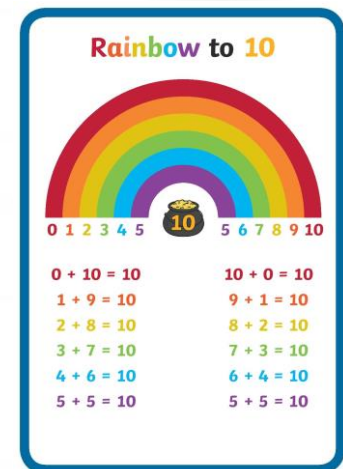
This year, children are generally requiring a lot of extra support to develop fine motor skills and activities such as:

- ✓ Independent name writing - THIS IS ESSENTIAL AT THIS STAGE.
- ✓ Neat colouring in the lines.
- ✓ The ability to draw more detailed pictures with particular consideration given to colour choice, size and use of shapes.
- ✓ Cursive letter formation Year 1
- ✓ Scissor skills – holding and using the scissors safely and cutting along lines neatly.

Please continue to support with these areas at home. If you feel your child is particularly struggling in these areas, please contact us and we can discuss possible resources/strategies to try.

# Homework

- ✓ Independence - children taking responsibility and 'having a go' themselves. We LOVE seeing their efforts!
- ✓ Spellings – reinforcing spelling patterns, handwriting and sentence work. We ask for at least 10 games per week on Spelling Shed and/or completing sheets in their practice book. Children will be tested Monday and given new spellings Tuesday. Their test scores are recorded in the back of their book – please check!
- ✓ Homework folders (red) are handed out on a Thursday afternoon and we ask that they are returned by the following Wednesday.
- ✓ Tables – Practise counting forwards/backwards to 10 & 20. Then practise number sequences, counting in steps of 2, 5 and 10. Also number bond pairs, *E.g. I say 9, you say 1, I say 5 you say 5.*
- ✓ Speaking and listening skills.



# Speech and Tense

Please listen carefully to your child's speech and sensitively correct/re-model any tense issues or any mispronounced words.

Lots of these errors are often carried into their writing and can be difficult to re-teach.

"I writed my sentence"

"Dis apple is lovely!"

"I runned as quick as I could..."

"I'm going wif my sister."

"I gived her a pencil."

"I haf to tidy my room!"





# Questions?



I am sorry that due to Covid-19, we were not able to meet in person to go through all of this, as I like to elaborate on each slide and give examples. But if you do have any questions or would like me to talk about any of the slides further, please get in touch and I can ring to discuss or email any resources that may help.

As always, thank you for taking the time to read through our PPT and we thank you for your ongoing support.

Mrs Bull and Miss Lavelle 😊